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AUTHOR Bury, Susan S.
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ABSTRACT

Upper Iowa University implemented a staff development project to increase teacher competency in the education of adult students with learning disabilities. Participants were teachers of adult education classes throughout the State. The need for a staff development project for teachers with students at Level I (the concrete, beginning level) was revealed through requests by the teachers to the area coordinators for materials and techniques for working with students at this level. The project provided methods, materials, and teaching techniques in all areas of the curriculum with emphasis on reading. Characteristics of the learning disabled student were examined and commercially available tests to help diagnose Level I skill needs were demonstrated. Information was also disseminated through handouts, overhead projection, slides and cassette recordings, books, participant involvement, demonstration items, and specific take-home products. The project was carried out in four phases. The first phase was devoted to research and materials accumulation. The next three phases were workshops spaced approximately two months apart. Descriptions of the three workshops, other aspects of the project, and project outcomes are included in this report. (SH)

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ED134709

A REPLICATION HANDBOOK

FOR

LEARNING DISABILITIES AND

THE INSTITUTIONALIZED ADULT

(A 309 Project for Staff Development of
Adult Basic Education Personnel in Iowa)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Submitted by

Susan S. Bury

Upper Iowa University

CE 004 341

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for

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PROJECT CHARACTERISTICS

Advantages

In the State of Iowa a number of new teaching situations have recently opened under the Division of Adult Education, Iowa State Department of Public Instruction. Schools are now operating in county care facilities and in sheltered workshop/activity center environments. Students enrolled have various handicapping conditions, ie. emotional instability, mental retardation, visual impairments, auditory disability, cerebral palsy, or any combination of these with possible other complicating factors.

Teachers hired for these new schools are not trained to work with the handicapped. Most of the teachers have been involved in GED classes or basic education classes on a part-time basis and were asked to work additional time in the new schools. The teachers have experience in working with the adult learner and through in-service training are closely familiar with adult characteristics. They are also familiar with available adult education materials for use in Level I and GED classes--mostly workbooks, cassette recording materials and units of instruction for various content areas.

Teachers have not been trained in a prescriptive teaching technique for individualized instruction, nor are they familiar with different

methods of instruction for use with exceptional students, such as those found in public school special education classrooms.

The classes they face in their new positions are most challenging. The "average" class numbers 8 - 15 with any number of handicapping conditions represented. Some classes have a teacher's aide available, some do not. The classes meet anywhere from one day per week for two hours, to five days per week for three hours each day. Budgets are small, and teacher-made or inexpensive commercial materials are essential.

The present staff development project is designed to increase teacher competency in the education of handicapped students, to help the teacher become aware of special education techniques and materials, and to give the teacher access to the various resources available to aid her special teaching situation.

The target population is listed as the learning disabled adult living in an institutional setting. However, teachers have found the information useful with all of their students and not all participating teachers work in institutions. The main thrust is to combine knowledge of the adult learner with special learning problems to develop adult appropriate methods and materials.

The alternative for training teachers if this in-service workshop approach is not used, is to send the teachers back to college to take courses in special education. Economically this is impractical and many teachers would not be able to attend due to family and other job responsibilities. Also, the college classes are generally not geared toward the adult special student.

Initial costs for this project were low since implementation required only a small number of staff positions and there was no major cash outlay for hardware or commercially available items.

In addition to low costs, there is little risk involved as far as losing students since it is the teachers who are involved in the actual training. The teachers then choose to match particular new ideas to specific students whom they believe will benefit. Not all students experience all the approaches and no approach has to be continued if it appears unworkable.

This project is delivered to the teachers in area locations so they do not have to travel long distances to participate. It is presented through a series of workshop sessions so participants are not away for extended periods of time. These are important factors affecting the use of the materials included. If participants had to travel to a statewide meeting place and stay several days, it would be most difficult for them to arrange schedules, substitute teachers, and various other obligations. An added positive factor in the current presentation pattern is that teachers can pick up some new information and put it into use immediately in their classrooms. In this manner they are able to determine which ideas work in their particular classroom. At the next workshop session they can ask any questions they have, or describe a particular student for whom they need additional help. Also, the project consultant can visit any individual classroom upon request and explore alternative approaches with the teacher.

Results of this project have shown immediate returns both in teacher confidence and actual learning taking place among students.

Consistency

"Learning Disabilities and the Institutionalized Adult" fits well into the ABE plan for the State of Iowa. The Iowa mission statement is taken from the Adult Education Act, Section 303, and reads in part:

> ...Adult Basic Education exists to provide communication, computation and coping skills to anyone over age sixteen who is not enrolled in school. The law further mandates

> that education be provided "for adults whose inability to speak, read or write the English language constitutes a substantial impairment of their ability" ...with a view to making them less likely to become dependent on others.

The Learning Disabilities project is aimed specifically at those students who have failed to learn during their early years in public school but who actually have a great deal of potential if given appropriate instruction. The teachers of handicapped adults were holding classes prior to this in-service training but they were experiencing a great deal of frustration and were at a loss for both methods and materials. The Area Supervisors were giving as much help as possible to the teachers and when they heard about this 309 Project, they asked that their teachers be included.

The scope of ABE in Iowa has been extended to include:

1. Building self-confidence and self-respect in the participants.
2. Providing the opportunity for improving basic skills.
3. Helping the participants to a better understanding of his or her role as a citizen.
4. Assisting the participant in becoming a wiser consumer.
5. Offering the opportunity to develop a greater awareness of career opportunities.

All of the above five statements were built into the learning disabilities project.

The LD project has close linkage with several other 309 projects in Iowa. Iowa Area I is conducting a staff development and teacher training project to prepare an individualized program of study which includes individual, small group, and community learning experiences for ABE staff. The program helps teachers identify professional goals, define what an ideal teacher would be, and where each person is as a teacher. This self-assessment is important for teachers working with handicapped students

where adacemic gains may be slow in coming and rewards are not always evident.

Area II has a staff development project to conduct guidance assistance training for ABE staff. This was a major concern of teachers working with the handicapped. Teachers tend to be unsure of their roles as guidance counselors and yet they are faced with counseling decisions daily in their classrooms.

Area III is investigating the use of Computer Assisted Instruction with ABE students in a rural program. This type of instruction would be most beneficial for teachers of the handicapped. As observed in the LD project, teachers are faced with a wide variety of learners and the use of CAI would allow them to serve more students at a time. Also, nearly all of the classrooms are located in rural areas--either on farms or in small towns so the teachers need this type of resource.

Area IV has a 309 Project to develop a curriculum in Consumer Education. The LD Project specifically instructs teachers to teach reading, math, etc., through real life situations. The Area IV Project will help teachers do this.

In Area VI and XIII a special training program has been developed for career awareness, job seeking skills and values clarification. The social awareness skills taught in this program would be helpful to handicapped learners, many of whom suffer from a lack of societal knowledge.

Areas IX and X are involved in ESL projects. Although these projects do not relate directly to handicapped learners, some of the ESL teaching techniques are passed on in the LD project because these techniques work with LD students, namely repetition and patterning.

The 309 Project in Area XII may have a direct influence on the LD Project in the future. Area XII is pinpointing target populations in

ABE and in the process is showing the large numbers of handicapped students who are not yet being served educationally. If school situations are provided for these students, there will be an increased need for trained teachers in this area.

Area XV is developing instructional modules for staff development. In the future the LD training program could be presented in this type of format for use with newly hired teachers.

Area XVI is designing a staff development center which will house the LD training project as one component of pre-service and in-service training seminars.

Drake University has a 309 Project which deals with training teachers of adults. It is particularly important for teachers of the handicapped to be aware of the adult learner and his needs.

The University of Northern Iowa has developed a number of Iowa based practical action stories modeled after World Education's AIM program. These stories are excellent teaching tools for use with handicapped learners, and participants in the LD project are encouraged to choose them as an excellent resource for their students.

Obviously many of the 309 programs in Iowa link well with one another. Perhaps the next question might be, does this particular 309 project meet the perceived needs of users. The Iowa Adult Basic Education unit includes the following under its statement of Direction:

> ...attempts to deal with the perceived needs of the individual as perceived by the participant. Frequently the needs are for skills in economic, social and personal areas. The ABE Program strives to incorporate these coping skills into the teaching of basic skills.

The participants in the initial program felt it did indeed meet their needs. Some of their opinions are reflected in the following quotations taken from evaluations they completed at the end of each session.

"Of all workshops I've attended this one has been geared specifically to problems we encounter."

"This project was 'just what the doctor ordered.'"

"I feel that I have learned so much about how to help my students."

"One of the big things it did for me personally (besides finding out about materials and techniques) was to give me more confidence in my relationship with the clients."

"All the new information is like a 'shot in the arm' to my teaching."

"I really like the specific teaching ideas."

"I feel I will be a much better teacher."

"The whole workshop gave me an idea of where to begin."

Simplicity

"Learning Disabilities and the Institutionalized Adult" was funded in October of 1975. The ensuing three months were spent in research and workshop preparation. An ERIC search was completed and microfiche copies of various informative articles were obtained (See Bibliography). Several organizational meetings were attended and yielded additional pertinent information:

October: Bi-monthly meetings from October on at Adult Education Unit, Department of Public Instruction, Des Moines

November: Council for Exceptional Children Convention, University of Northern Iowa, Cedar Falls

Adult Education Practical Action Program Workshop, University of Northern Iowa, Cedar Falls

Fayette County Care Facility School, Fayette

December: Association for Children with Learning Disabilities Convention, University of Iowa, Iowa City

Northeast Iowa Reading Council - Quarterly meetings at varying locations

Clayton County Care Facility School, Elkader

Allamakee County Care Facility School, Postville

The first workshop was held in January at four locations: Storm Lake, Ankeny, Fairfield and Fayette; one evening for each workshop. The agenda for this series of meetings included:

Learning Disabilities Definition

Peabody Picture Vocabulary Test

Use of Tutors

Levels of Teaching for Prescriptive Teaching

Reading Approaches

Physical Habilitation

Hearing and Speech Activities

After the initial session the project director visited most participating teachers at their respective schools during school hours. This time was given to observe any problems of implementation and to offer consultative services for individual problems the teachers faced. Schools in the following locations were visited:

Adel	Decorah	Fayette
Cedar Falls	Denver	Glidden
Clarion	Des Moines	Guthrie Center
Clear Lake	Dunkerton	New Hampton
Dallas Center	Fairfield	Rockwell City

In April a second series of workshops were held in the same four locations. The agenda for this series included:

Characteristics of Specific Learning Disabilities

Boehm Test of Basic Concepts

Content Area Curriculum Ideas

Math

Creative Thinking

Wepman Auditory Tests

Task Analysis

Counseling

Physical Habilitation

A one-week summer session was held where participants from all four area locations came together for continued learning and sharing ideas and special techniques of Literacy Volunteers of America. This is a slide-cassette presentation covering:

Tutor Techniques

Experience Approach in Reading

Sight Words

Phonics

Phonics in Pattern

READ Test

Leadership Training

Special Reading Problems

The evenings and remaining day and one-half were given over to activities in the following areas:

Physical Condition of Adults

Brainstorming Specific Pupil Problems

Rhythm and Body Image for Adults

Test Demonstrations

Participant Presentations

Educational Games

Values Clarification

A teacher can use any or all of the component parts from the three different presentations given in the LD project. Each stands alone or can be incorporated into a series of activities. A specific order for learning the various approaches is not necessary. The teacher can choose her individual area of need and concentrate her study there, or sample several different area methods and try them to see what information is most valuable for use with her particular students. Teachers are encouraged to adapt the materials in any way to best fit the students.

Exposure

"Learning Disabilities and the Institutionalized Adult" has many tangible and observable parts, activities and products. Initially, each participant is given a packet of handouts which offer a review of the approaches presented. After the workshop session the participant can refer to the handouts when implementing a new idea.

Several overhead projector pictures and diagrams are used in the presentation to give visual clarity to certain of the methods expressed in the workshops. The Literacy Volunteers of America segment uses slides and cassette recordings and also includes two books for the participant to take back as concrete referents for the specific LVA program.

A variety of tests are demonstrated using the actual test pieces and score sheets. Several concrete items are brought along and passed around for the participant to see, ie. fraction sticks, geo board, story starters, vocabulary cards. Educational games are brought and played by the participants, and isometric exercises are modeled with each participant then practicing the exercises.

Activities that take place at the workshop include a number of values clarification procedures and a sample task analysis problem.

Participants also make some specific products to take back to their classrooms. These include "bean sticks" for math and speech picture cards for articulation practice.

Discussing and attempting to describe all these items without having the concrete referent available would be an unrealistic course of action to follow. Teachers need to look at the actual item, see it in use or, preferably, use it themselves, before they will try it in their classroom. The demonstrations are particularly important because they allow for questions and adaptive techniques.

Since so many ideas and so much variety is presented in a workshop session, the project could well be replicated annually to give a review for practicing teachers who might not have had time to try certain items in their classroom or whose needs have changed due to a change in students. At the same time new teachers might be included who are just beginning their search for curriculum ideas.

The project might be presented at the beginning of an academic year, or it might be spaced throughout the year to give variety to the lesson plan.

A DESCRIPTION OF PROJECT ACTIVITIES AND OUTCOMES

This section of the replication handbook includes a transcription of each workshop presentation. Where possible samples of the items referred to have been included in the Appendix. Other items are available commercially or through the author of this handbook.

WORKSHOP I

Introduction

This 309 Project is sponsored through the Department of Public Instruction, Division of Adult Education. Its main goal is to provide special methods and materials to teachers that have recently been recruited for new schools located in county care facilities in the State of Iowa. The title "Learning Disabilities" is perhaps inappropriate in that these teachers are confronted with a multitude of student variations. Perhaps some of their students are learning disabled, but they also have students who are physically handicapped, mentally handicapped, students with visual and auditory problems and students with emotional problems.

I would like to start by giving the traditional definition of learning disabilities as proposed by the National Advisory Committee on Handicapped Children from the United States Office of Education. It reads as follows:

> "Students with specific learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, reading, writing, spelling, talking or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia and so on. They do not include learning problems which are

> due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance, or environmental disadvantage."

I would like to add to that definition a further one written by Norris Haring which includes a positive note. Haring writes, "A learning disability is a behavioral deficit almost always associated with academic performance and that can be remediated by precise, individualized instructional programming."

I believe that many of the students we are finding in the county care facilities can learn. Many of them have never had an opportunity to learn and many of them had a poor opportunity so that they were unable to learn. The ideas that are presented in the following pages do not involve the use of costly commercial materials, nor the purchase of audio visual equipment.

Levels of Teaching

I would like to speak first on three levels of teaching. When we teach, we look at three different levels of skill. One level is the concrete level. This is the beginning teaching level. The second level is called the representational level. This is more advanced teaching for a more advanced student. The third level is called the abstract level. It is the highest level of teaching and of learning. Within each of these levels we can identify four areas and I'll try to give an example of each one for each level.

Let's discuss first the concrete level. Within this level we look first at Recognition which means being able to name a real object, such as a pencil. Secondly we look at Discrimination. Can a student match or discriminate between various real objects? If you put pencils and rulers

together in a pile, can the student sort and put the pencils in one pile and the rulers in another pile? That would be discrimination. A third area within the concrete level is Recall. Here we ask the student to remember an object that was shown but has been taken away. For example, if you put three or four objects on the table and take one away when the student isn't looking, can the student remember what the missing object was? The fourth area that we look at under the concrete level is Reconstruction. Reconstruction means putting something back together again. On this level if a set of real objects is taken apart, can the student reconstruct the set?

A higher teaching and learning level is the representational level. Here we are dealing with pictures, with representations of the real objects. We are no longer putting out real pencils and rulers but instead are using pictures of these things. Under the area of Recognition on the representational level we ask a student to name a picture of an object instead of the real object. The area of Discrimination works approximately the same way as in the concrete level except rather than use real objects we now use pictures. The area of Recall on the representational level is asking the student to remember a picture that is no longer visible. On the concrete level we asked them if they could remember what object had been taken away from a set, now we show them a series of pictures and taking one picture away, we see if they can remember which picture is missing. In the fourth area, Reconstruction, the best example on the representational level is working with picture puzzles. Can the student take a puzzle apart and reassemble or reconstruct its form.

Finally, let's look at the abstract level. A student must reach this level to learn reading and number skills. Under Recognition we now ask the student to name a symbol. For instance, instead of showing a real object or showing a picture, we show just a symbol, such as a letter or a

number, and we ask if the student recognizes the symbol. Under Discrimination on the abstract level we ask students to match the capital A and the small a or distinguish the B from the D. Under Recall on the abstract level students are asked to complete the missing parts of letters. Thus, instead of having real objects or pictures to remember, students work only with symbols and try to remember what symbol was in a certain place. The final area, Reconstruction, on the abstract level, is actually taking symbols such as letters for reading, or whole words, and cutting them, taking them apart, and seeing if the student can reconstruct them or make them whole.

If you know that a student can do everything on the concrete level then you know that he is ready to move into pictures or the representational level. A student may be working on the abstract level in one subject but still be learning at the concrete level in another subject. For the teacher, it is important not to make too big of jumps such as going from the concrete level to the abstract, or from recognition to reconstruction within a level forgetting the two intermediate steps in teaching.

Volunteers

Because of the variety in their students abilities, teachers in county care facilities are going to have to take advantage of volunteers. Following are some ideas on how to use volunteers, things that might be helpful when training your volunteers and some ideas to help keep the volunteers happy, so they continue to come back. It is most important that you let the volunteers know exactly what their role is in the classroom. Try to keep a folder on each student with a lesson plan for that student so the volunteer can come in, check the file, and without having to consult with you and take your time away from another students, know precisely what to

do. The volunteer records in the file also, so that you know what has been accomplished.

Start with just one or two volunteers so that you have the opportunity to move slowly with them. Don't bring five the first time because you won't have time to get to all five of them and teach your students. Start with one and work your way slowly into using them to your best advantage. To train the volunteer, first have that volunteer observe you as you are teaching a student. Just let them watch. After class tell the volunteers quite precisely what it is you expect them to do. They will be a little unsure of themselves and they need precise information from you. They have seen you do it but explain why you did this and why you did that with the student so they understand the techniques that are involved. Next let the volunteer try to teach you. Let them practice on you. This will let you see where they might run into problems with an actual student. When the volunteer first begins teaching a student, you remain in the room and observe so that you can offer additional suggestions and help out with any problems that might come up.

Tutoring games can be used as incentives or for variety in teaching. One game is called "You Be The Tutor" and the student actually teaches the volunteer instead of the volunteer doing the teaching. There are several other games. The game of "Name 'Em and Keep 'Em" is fun when practicing reading. The words are printed on cards and the ones the student gets correct, he gets to keep. For "Who Wins the Penny" you might have a number of pennies on hand because the student can actually win a penny for a correct answer. Of course there are other things that could be substituted for the penny. "You Read a Page and I'll Read a Page" makes school fun for the student who is a slow or beginning reader. Having to read every page is discouraging because it's slow going but if the student

sees he is going to get through the assignment more quickly because the volunteer is going to read some of the pages, it encourages him and he will stick with the task longer. Once the volunteer has used some of the games and found which ones the particular student really enjoys, they can be used as an additional incentive. The volunteer says, "If you get five more words on your rate test today, then we can play this game that you like."

Included in the Appendix is a list of ideas that various specialists have used to retain enthusiasm among volunteers. If you have a number of volunteers helping in your classroom, you can have parties and special events that are just for the,. You can have weekly meetings or actually form a Volunteers Club. Many schools put up a poster with the names and perhaps a picture of the volunteers on it. Things like this are helpful to keep your volunteers coming and give them a feeling that they have an important place in your classroom.

Reading

Your major teaching area is reading and there are a number of methods that can be used with success and for variation in your reading program. The one that I favor most highly is called the Language Experience Approach. In this approach, the student actually reads his own speaking vocabulary. You ask him to tell you a story and you write it down exactly in his words. The story may be one sentence long or two or three sentences long. To begin with, it will probably be very brief and it may be in response to a picture you have shown. If the student can't think of anything to tell you, a picture can be used as a stimulation device. After writing it down, you show him the words and go through the story with him. He reads the story back and since he knows what he has spoken, he is familiar with the words

and he can soon read those words. One of the things that I have included is a list of Story Starters. These are helpful if someone can't think of something to tell you. Story Starters are just little phrases put on tag-board sticks. They say such things as, I am the happiest when..., I am the most unhappy when..., I get angry when..., I think school is..., When I was little..., and so on. The student may add just one or two words or the Starter may get them going into a longer story. Sometimes you can't get it all written down and you have to ask them to slow down, or wait for you, depending on the student that you are dealing with.

I would also suggest that you use a modified impress technique. The impress technique was actually developed with a teacher sitting right beside a student and reading along with the student; reading out loud so that the student heard. The teacher would read perhaps just ahead of the student so if he hesitated on a word, the teacher went ahead and read it, then the student picked up on it. This has been found to be a very helpful reading technique, particularly when the student does know some words and can actually be given a book to read. The modified impress technique that I suggest is using the tape recorded. Tape record the story that the student will be reading and then let the student look at the book and read along as he listens to the tape recording. This way if he mispronounces a word, he will hear the correct pronunciation. If he miscalls a word, he will hear what the word is, or if he simply does not know a word and doesn't have any attack system at all, he will hear the correct word. This is a reading activity the student can do on his own which frees the teacher to spend time with another student.

Another area important to reading is phonics and I have included the Roswell-Chall Diagnostic Reading Test which is a very brief phonic analysis test. You will benefit by being familiar with it as it gives you a pretty

precise count of where your student is in phonics ability. This test is divided into five sections. It is very brief and takes only a few minutes to give, yet you find out a great deal about your student. In the first area the student is asked to express the sounds of the symbols represented. The first row of symbols are: s,p,m,c,h,b. The student makes the sound as you point to each one or he can hold his own paper and just as though he were reading along, say, s,p,m,c,h,b. He will make the sounds for those letters. There are also some two and three letter blends and digraphs included.

In the second section the student is asked to read c-v-c words (consonant-vowel-consonant), with short vowels. There are some individual words and some words in a sentence. You just check off the ones that he is able to read and the ones on which he makes errors. You can make up your own marking system. If he substitutes, you may want to make a note of that. Whatever his errors are, you may want to record those as well as just the fact that he did make an error. At the end of section two the vowels are listed and he is asked to give the sound, both long and short, for each one of the vowels. The student may know the long vowel sounds as they are the letter names, but he may not know the sound when it is short. After testing you will be able to pick out very precisely which vowels you need to work on with that student. In section three, the student is asked to read words in pairs, such as pin and pine, to show the long vowel-silent e rule and to show that he understands that rule. He reads across pairs of words.

Section four has double vowels to see if the student understands that the first vowel is usually long and the second vowel is silent. The student doesn't have to state the rule but as he tries to read the words you mark if he is able to accomplish that goal. In the final section the student

is given compound words and multiple syllables to read. The teacher discovers what attack skills the student uses for larger, more complicated words, if he is able to handle them at all. There is no time limit on this test but generally you move the student along quickly. If he is unable to complete the first or second section, you do not continue through the test. Phonics training is a good place to use a volunteer because you can list the specific skill needs for the student and the volunteer can then go ahead and work on those specific areas.

In the area of sight vocabulary you will find that the knowledge of adults is very scattered. The adult might recognize many words but these are not always words that fit neatly into a chart say of first grade words or second grade words or third grade words. The adult probably knows some sixth grade words and some first grade words and others at various grade levels. They may not know the simplest word that you expect them to know but they may well know some very complicated words which they have come into contact with in their life experience. Several word lists are helpful for teaching sight vocabulary. The first 1000 words taken from the Teachers Word Book of 30,000 Words by Thorndike and Lorge is a helpful list. The first 1000 words are those words most used in our society. They are not in any grade level order, they are in alphabetical order. You might go through this large list of important words and check off the ones that you think your student already knows and then pick out others that you think would fit into a story that perhaps you are writing for the student. The words can also be used on flash cards.

There is also a list of the 48 words that make up more than 50% of all words in print. (See Appendix) These are words that the student should recognize instantly. Words like are, at, go, I, it, put, the, we, with, was; those little words that turn up again and again and are very important to your student.

You might make up a special exercise to practice these words, and you might be able to group students, which is not always easy to do. Make a fun game of seeing how fast the words are recognized.

The Wilson List gives words and phrases that are essential to safety, to social acceptability and to avoid embarrassment; words such as Men and Women, Adults Only, Beware of the Dog, Bus Station or Bus Stop. You might spend a little time each teaching day taking one or two of these words and presenting them so that your students do become familiar with them. Some of the words on the list do not apply to your students so don't just go down the list and teach all of them. Pick and choose and find the ones that are important to the lives of your students.

Another list of sight words are the Instant Words developed by Edward Fry in 1967. This list is graded and it is even graded within the grades so that within the first grade list you have four different groups from easier to more difficult. The Instant Words can be used as a sight word vocabulary test by asking the student to read down each list. It is not necessary to have the entire list in each group read by the student. If he can read the first five or seven words, you can assume that he knowsthe rest of the list and go on to the next group until you find a place where there is a breakdown in knowledge. You may find the adult learner doesn't know some words in the first group of the first grade list but he does know some words in the fourth group of the fourth grade list. The Instant Words are more up to date than the first 1000 words of the Teachers Word Book of 30,000 Words. All of the lists are valuable for teachers writing individual materials for their students.

Special lists of words using a familiar vocabulary can also help develop a sight word bank. In the State of Iowa, we are using farm vocabulary. Cards have been developed with a picture on one side and a word on the back.

These cards have farm machinery, farm buildings, farm animals, farm plants, and a variety of things that have to do with the farm scene. In the county care facility schools, most of the students have an intimate knowledge of farm life; many of them lived on farms as children and the country care facilities themselves are generally active farms. Many of the students work on the care facility farm so they are very familiar with farm terminology. They bring an excellent background of experience to each word. One teacher also put together some cards with different soda pop flavors and pictures on each card. She had a coke card, a pepsi card, a 7-Up card, etc. The student named the kind of pop that he liked and learned that word right away. Then students learned the ones that their friends had chosen and soon they knew quite a number of the pop words. They could go to the pop machine and read the kinds of pop that were available in that machine.

There is one other technique that I suggest for use in the area of reading. It is called the Grace Fernald Kinesthetic Technique. When you have a student who wants to learn but somehow he just doesn't seem able to remember any words from one lesson to the next, or he is stuck on a particular word, you can use the Grace Fernald Kinesthetic Technique. This technique is used on a fuller basis with children. It is used to teach every word and for some adults you may have to resort to using it for every word but first try some of the other techniques--the farm vocabulary, the language experience approach, etc., and perhaps they can learn some words through those methods. The kinesthetic method asks the student to use another input channel of learning. He hears the word and has heard it before, he sees the word and you have presented it visually on the chalkboard, on a card, or in a book, and now you add another learning channel which seems to help many students. The channel is that of touch.

The teacher takes the word that is the desirable one to be learned and writes it on a card with heavy crayon pressure leaving a thick wax impression. The student then traces over the word with his finger and as he is tracing with his finger he speaks the word out loud. He does not say each letter sound but just says the word slowly as he traces. He traces several times over while saying the word out loud then he turns the card down and tries to write the word on a piece of scratch paper. After the writing attempt, he turns the card back and checks to see if he got it correct. If he did not get all of the letters in or they are incorrectly arranged, the student goes back to the tracing again. The procedure is repeated as many times as necessary until the student is able to write the word correctly. The word is put into his card file and reviewed as soon as class meets the next time. The teacher and student should start using the word in phrases and sentences to completely reinforce it time after time after time. This method gives the learner that extra bit of channeling that allows him to retain the word and be able to call it his own.

Physical Habilitation

Many adult students lead a very sedentary life. They spend a great deal of time sitting, a great deal of time eating, and they do not get enough exercise even to the point of walking very much. Some county care facilities do have a physical education person hired to carry out an exercise program, but for the most part students are not receiving any physical activities. This lack becomes evident to the teacher through the very clumsy hand movements many of her students express. Their gross motor movements are not well coordinated and their fine motor movements are practically non-existent. When students are asked to use crayons or to

cut with scissors, it is very difficult for them. There is also strong evidence that physical exercise helps a person learn by awakening not only the body but also the mind. Movement and coordination of movement stimulates a person's body completely so that they are more open to their environment and can learn more readily than when they spend their life sitting in a room all day long, not seeing things, not moving around, and not being stimulated. Most of the exercises that have been included are adult appropriate. You may come across some activities that you would not ask an adult in your class to do, such as taking off their shoes, lying on the floor, etc. Which activities you choose depends on the adults with whom you are working. You know your students and you know the exercises you can ask them to do. The exercises can be used as breaks from study. You might spend three or four minutes on them and then go back to the regular academics. Or maybe you will do exercises first as a warm up idea. One activity is a group of isometric exercises mainly for the hands. Arm muscles and shoulder and back muscles cannot be excluded but the main idea is to provide something for the hands because so many students have difficulty holding a pencil and forming letters. In the first exercise students are asked to open and shut their hands, relax the hands, and then repeat. In exercise number two you place one fist inside the palm of the opposite hand and press that hand and fist together as hard as you can, relax, then switch to the other hand to make a fist, pressing the fist and hand together again. The next exercise asks the person to hold their hands with palms flat together as though they were clapping hands and then press the palms hard against each other. This stretches the finger muscles. The next one is also good for fingers. Place palms together, putting the fingers out and over the back of the opposite hand, then turn the palms out. For the next exercise you make a fist of each hand, closing as tight as

possible, and then hold it for a count of three or four. Slowly relax each fist until you have spread the fingers out straight. Each of these exercises may be repeated two or three times, depending on your class.

Next the students clasp their hands behind their head in back of their neck with their elbows coming forward around their face. They pull forward with their hands while they are pressing backward with their neck. Take a tennis ball and form a fist around the ball, squeezing it as hard as possible. Do the same thing with the other hand. On the next exercise you relax the hands at the wrist and swing or sling the fingers back and forth, fast and freely (like you sometimes do when you have been writing a long time and your hand gets tired, you shake it). Another exercise pits the two hands against each other. The fingers of the left hand are held tightly together in a straight out position and the right hand fingers are used as a wedge to separate those left fingers. Push the right hand down between two fingers forcing them apart so that as one hand is trying to hold the fingers tight together the other is trying to break them apart. Switch hands and repeat.

The next exercise is easy. Make a fist of each hand. Raise the first finger up and then put it down, raise the second finger up, put it down, raise the third finger up, put it down and so on. To get the legs and back muscles in action, the student is asked to stand flat on the floor with feet just a little way apart and place the palm of each hand against the inside of the opposite knee, so that the hands are crossed and on the inside of the knees. In this position press the knees together or try to press the knees together while the hands try and hold the knees apart. Sitting down again, extend the legs forward and bend over to grasp the shins. Try to push the legs down with the hands while lifting up with the legs, or try to lift the legs with the hands. The next exercise is

accomplished sitting straight up in a chair and grasping the seat with hands on each side. Pull your body down against the chair. Next, push your body up from the chair actually lifting yourself if you can. If you have desks or heavy tables in your classroom, place the palms against the underside of the desk or table and try and lift. A desk works well because the person's own body weight is holding the desk down so when they try and lift they get some real muscle action. With all of these exercises you pick and choose, perhaps trying a different one each week until you find out which ones your students really enjoy, or doing one until they get tired of it and then switching to another one.

There are two gross motor development exercise sheets included. One is on throwing and gives suggested ideas for beginning skills, middle stage skills and advanced skills. Throwing is an important exercise for your students since it requires eye-hand coordination which is closely related to reading. The walking exercises include a number of different kinds of walks, such as the elephant walk, the ostrich walk and the duck walk. Again there are beginning activities, middle stage walks and advanced stages. A sensory motor integration sheet is included that deals with time orientation. It starts with body organization and rhythm then moves into visual time orientation, morning and evening, seasons, clock and calendar activities and conceptualization games. Teaching time elements seems to be a very difficult subject area and the activities included here are helpful. A ball progression sheet offers a series of learning games to play with a ball. Remember to start with a large ball and work down to a smaller and smaller size because the larger one is easier to control. There is also a sheet on balance progression. Balance is closely related to coordination. When working with students on balance you must break down the steps, ie. to be able to hop a person

must first be able to stand on one foot.

Hearing and Speech

Many of the students in county care facility schools or those attending sheltered workshops do not verbalize a great deal. They have a very limited vocabulary and as their teacher one of your main concerns will be to increase that vocabulary. The use of communication games allows you to work on vocabulary in an enjoyable way. The first game listed is The Coloring Book Game. Two students are seated back to back, each having an identical coloring book or picture to color. One student chooses a crayon and proceeds to color some part of his picture. He must then tell his partner what color he has chosen and what part of the picture he colored. The student must communicate in such a way that his partner will be able to color the same portion of the picture. For example, if student #1 says, "I colored the hat red," and there is only one hat in the picture, that is all the communication necessary. But if there are two or three people in the picture that have hats on, it will take more words for him to describe which hat should be colored. He must give enough information to his partner so the partner can make an exact reproduction. Then the partner takes a turn. He chooses a color and colors another part of the picture, relating correct information to the first person. This task becomes more difficult by adding color choices and by using more detailed pictures. Another variation is to have segments numbered in a picture with the numbers corresponding to different colored crayons. A color key tells which number goes with which color. The principle difficulty built into this version is that one of the participants has one half of the segments numbered and the other one has the other half numbered. They take turns describing first the location of the individual segment and second the crayon number to use.

The Color Form Game is also a communications game. Plastic objects that have common geometric forms are used. You can make or buy these forms. They come in different colors and sizes, squares, triangles, circles, and so on. Both participants get a set of color forms and the first communicator places a single form on a board or tray in front of him, then communicates what form he chose and where it is placed. The game continues with each partner taking a turn and more forms being added to the board. The Block Game uses blocks of different shapes and sizes and is played the same way as the color form game. Essentially, the blocks are fitted into a box in a variety of ways but the other person has to duplicate exactly the block design so the communicator must inform the listener exactly which block he is placing and where he is placing it in relation to the other blocks.

The Obstacle Course Game can be easily set up in the classroom using tables, chairs, wastebaskets, ash trays, lamps, and things like that. The listener is blindfolded in this game and the communicator must guide him through the obstacle course so that he returns to the starting point without knocking anything down or stumbling over anything. This can be set up as a contest with pairs of students working against other pairs to see who can get their partner through in the best form.

The Touchy Feely Game is a little variation on the old game you played in school when the teacher would put some things in a bag and you had to reach in and tell what they were. Similarly, in the Touchy Feely Game objects of different shapes and sizes and tectures are placed in a bag and one person reaches in to choose an item. But then, without actually naming what he is touching, the student must describe the object to a listener and the listener must then try and identify what the object might be that the person is touching.

You can also have the communicator touch something and discuss it, then hand the entire bag to the listener and let him try and find the same object in the bag.

The City Planning Game teaches map skills along with communication. The map used might be one of the local community or a map of the immediate vicinity in which the class is located. It can be hand drawn. You will need two copies of the map you choose to use and it should be large enough so you have room to sit blocks or little people and trees around on it. The task is to have the communicator fill his map with different objects in different locations then tell the listener after each placement so the listener can make his map look the same.

Some students have poor auditory reception and hence will be poor listeners. A test that can be used to check a student's auditory reception is found in the Illinois Test of Psycholinguistic Abilities. This particular sub-test checks a student's ability to receive auditory sounds. The test was not designed to be used with adults but a teacher of adults can use the sub-test to get some indication of a possible problem. Auditory reception is not the same as auditory acuity. Your student may have had a hearing test where the report came back that this particular adult has good hearing ability or auditory acuity. However, that same adult who hears sounds appropriately enough may not hear the words as we say them to him. In the auditory reception sub-test questions are asked that we really think the student should know the answer to or does in fact know. Sample questions are, "Do dogs eat?" and, "Do dogs fly?" Your student probably would know that dogs do eat and that dogs do not fly. If you get many responses that do not appear to have anything to do with the questions you are asking, then you have an indication that the student may have an auditory reception problem. If so, the student will

need to do a lot of work in the auditory area. You would want to consult a specialist at this point to give you additional help.

Many of the students in the care facility schools do have speech problems. Therefore we have included a check list of basic sounds. This is a very easy to administer test, and takes very little time. It is something a volunteer could do for you. There are similar tests available commercially but you can easily make up your own set of cards. The test is comprised of a set of picture cards that elicit responses of the basic sounds. For instance, the first sound that should be mastered is the "B" sound. This sound is represented in an initial position by a picture of a bird, in a medial position by a picture of a baby and in a final position by a picture of a bathtub. The teacher holds up each card and asks the student to name what is on the card. If the student says bird, baby and bathtub correctly, putting the proper sound of "B" in the proper place, the teacher assumes that sound has been mastered and moves on to the next sound. Working through the checklist of basic sounds the teacher discovers which specific sounds the student is unable to speak correctly. Once the entire class has been tested it is possible to group those students who need work on the same sound. Again, volunteers can readily work with these groups.

To teach a speech sound, the teacher starts using a vowel with the sound. She puts the sound symbol in the center of a paper, or on the chalkboard. If often helps to think of some gimmick, some stimulation device, that will help the student remember the sound. For example we often call the "s" sound the snake sound and say "hiss", emphasizing the final s. The teacher can ask the student to say the sound in isolation but this is not essential. The teacher places a vowel in front of the letter-sound to be learned and, using the short vowel sound, asks the student to repeat after her the sound combination she has written. Gradually the teacher uses

each vowel with the sound. Later the teacher places the letter first and a vowel after it, and they work on the sound in that way. Still later a vowel is placed both before and after the sound at the same time. All possible combinations are used. It is important not to spend too much time at any one time on drill for speech sounds. Genreally two or three minutes is quite sufficient. You can come back to the practice at two or three different times during the classroom day. As soon as possible start using words instead of the nonsense words. A lesson can include isolation, then the sound with vowels and then a couple of words, (perhaps known reading words if the student is reading, otherwise familiar words that have the sound you are working on in them). In this way the teacher can work on basic speech when she does not have the services of a speech therapist available, which is nearly always the case in the county care facility schools.

Also included is a check list for an analysis of errors in oral speech. Sometimes we hear people talking and we realize that they are using incorrect grammar but we hear them so frequently or we are in the middle of a lesson, and we do not stop to make a note or correct what they are saying wrong. Often we recognize when something is wrong but we are not analyzing the statement to discover how or what is wrong. The check list of errors in oral speech is a resourse list for the teacher to get specific information about some of the grammatical errors she is hearing. The check-list keeps common types of errors fresh in your mind. When you hear a statement of incorrect grammar in the classroom, jot it down at the moment on your note pad and later when the class is gone, go through and analyze the statement to decide if it is the wrong verb that is being used, the wrong tense, use of a verb for a noun, the verb doesn't agree in subject and number, and so on. The checklist gives you some examples and a brief overview of the

various grammatical areas in which you might find errors. Once you have identified the error you can take steps to correct it during the next class.

WORKSHOP II

Learning Disability Characteristics

There are a number of characteristics used to identify the learning disabled student and I would like to define the major characteristics for you. You will notice that some characteristics also apply to other conditions of exceptionality and that no one characteristic, by itself, identifies the learning disabled student. One characteristic is figure-ground distortion, which may be visual or auditory. Visually when the student looks at a picture, he doesn't see individual parts in it. He cannot locate hidden pictures within a scene. In the auditory area he will have difficulty with phonics because he cannot differentiate individual sounds. He cannot hear the teacher in a noisy classroom. He hears all the noises in the room at the same intensity. You can help the visual problem by taking a colored pencil and outlining the area that you want the student to concentrate on. In that way you focus attention, which the student is unable to do on his own. In the auditory area the use of headphones is very helpful because it cuts off all the other noises in the room and the student hears just the sounds he needs to hear.

A conceptual disorder is recognized when a student cannot classify things or can't put things into categories. He can't tell you, "These are all animals" or "These are all nouns". Also the student with a conceptual disorder doesn't always see the consequences of his own actions. When he chooses an action, he doesn't know what the reaction to it is going to be and this creates some behavior problems for the student. To help this student you can provide labels for him. For example, if you give him the label "animals", then he can go through your

list and pick out the animals, but he cannot do that on his own. He needs your extra help. Another remediation method is to have the student repeat after you many times so you keep getting the response back and forth, over and over and over again.

Hyperactivity is a characteristic defined as excessive motor activity. You won't have a problem recognizing the hyperactive student. He cannot remain quiet for even a couple of minutes. Sometimes a student's medication can cause this type of reaction. The best remediation you can use is to plan academic tasks that require physical activity. In this way you work with the student's problem instead of against it.

Laterality problems cause the student to be confused about left and right. The student may use either hand. It will help if you can offer a concrete referent such as a red mark on the right hand or forming an "L" with the left thumb and first finger. The teacher should sit beside the student, not across from him. Also, balancing activities will help in this area.

The student with Directionality problems is not able to follow directions, particularly when asked to do a series of actions. This student is helped by having the target area focused more strongly--such as an "X" at the start; or by a concrete referent such as "next to the pencil sharpener."

Many students have Balance problems. This is indicated by shuffling feet, leaning against something for support, inability to walk on a curb or floor line, and by trouble descending stairs. There are many remedial methods available, including having the student stand on tiptoe for three to five seconds, lift one leg at a time, balance a bean bag on his head, carry a marble on a spoon, and walk on a balance board. It is important to start with heavier items to support since they

are easier, then move to lighter items as skill is achieved.

Some students experience Memory Impairment. They are unable to store or retrieve information, and they often make wild guesses. The teacher can play memory games with this student, choosing things he likes (food, pictures, etc.) Asking the student to repeat after the teacher, again and again, will also help. Visual clues with repeated exposure are helpful.

The hypoactive student stares out the window and dawdles over his assignments. He may be quite frightened by new people or in new situations. This student requires a great deal of the teacher's time. The student must be given security and support. When you introduce new things you must make them very small and seemingly insignificant things. Invite this student to enter into games or activities you are doing, but make sure it is a non-competitive situation. When you are singing along with a group invite him to sing along. When you are doing something physically active, invite him to join in, making sure it is something he can do.

The next characteristic, Receptive Language Disorders, is truly a characteristic of the learning disabled student. This is the area where most of their problems occur. Trouble receiving language may be identified by difficulty in phonics and classifying, and the inability to tell a story that they have just heard. You can help by giving them a visual demonstration using concrete examples, and by supplying models for the student to follow. Give simple directions. Don't be too wordy, because if they have a language problem, they're going to lose what you're trying to say when you use too many words. You have to speak very simply, using as few words as possible. Emphasize sets of objects as this helps them deal with language as they make associations.

Another characteristic is a closure problem. Closure is another way of saying "filling in". For instance, sometimes when you are listening to someone speak, you can fill in what they are going to say, even before they say it. That is closure. If you have a problem with closure you're going to have trouble with sound-blending, because that's what sound-blending is--taking those sounds and filling them in, putting them together. The student will have trouble with rhyming, putting in missing words, and completing pictures. To help in the area of language, concentrate on the regular forms, don't introduce grammar that doesn't fit the rule. When you're working on sound blending, present the sounds close together. They are easier to blend. Another method to help with a visual closure problem is taking a puzzle apart before trying to assemble it. First you see the whole, and you know how it goes, then you take it apart one piece at a time and analyze each piece. Then reassemble the puzzle. Also, give much teacher help for this problem. Use your volunteers here.

Problems of Attention are represented by the student who doesn't stay with one task and needs instructions repeated after just a few minutes. They appear to daydream. It will help if you can reduce any distracting stimuli such as ornate lights, bright shiny doorknobs, noise going on or people moving around. You can make study carrels out of cardboard boxes that the students paint and decorate themselves with contact paper or different kinds of fabrics, or paint. These help reduce distractions. Another thing you can do is decrease the number of examples given. If you give a student a whole page of math problems, that's rather alarming. The student will look at that whole page and say, "I can never do all that." But, if you give them a paper with one problem, maybe they can handle that. It will also help for you

to focus the student on the appropriate stimulus by outlining or framing the area he is to work in. Sometimes color coding can be successful.

There are learning disabled students who have Orientation problems. They do not understand vague terms. They confuse months and days, cannot tell time, and become confused in a rearranged room. They have difficulty copying work in the correct order or proper position. Again concrete referents will help. Some students don't understand when you say the top of the paper. Put an X at the top so they can see the top of the paper. Instead of saying, "Our coffee break is in a little while", say, "Our coffee break is in five minutes"; or "Our coffee break is when the big hand gets on three." Give them something concrete. Don't use vague terms. Time is a very difficult concept because you can't see time. Go over and over time concepts. If you change the room around, explain why these changes were made and what precisely they are.

Perseveration means constant repetition. An example of perseveration is the rocking motion so often seen in institutions. It has no meaning. There is no need for it. To help students who perseverate, avoid drill because drill is a perseverating kind of activity, a constant repetition. Keep the lessons short. For some students you can't teach more than two or three minutes at a time. Don't allow perseverating activities to continue. Many times just a hand on the shoulder will stop it. Giving more directions than you give to the rest of the class will help. For example, if you've asked the class to make the letter A, go to this student specifically and say to them, "Make <u>one</u> A." If you fail to do this, you may get a whole page of A's. Be very specific with their directions.

Some students have Low Self-esteem. They are unwilling to try new things, believing they can't accomplish the task. They're afraid

to try. With these students you move into the area of music and art, exploring more creative arts and getting away from the academic area. Supposedly you're teaching academics, but if the student has low self-esteem and refuses to do academics, you have to do something else first hoping to get him into academics later on. You try finger-painting or something in music where he can excell and build up his self-esteem. Then start slipping academic work in on him. Try open-ended questioning. Don't ask him questions where he has to give you a specific answer. Ask a question that has a more general idea behind it, so that he can answer, because there is no right or wrong answer. Also, keep the student close to you. Stand by him, or seat him next to where you're going to be seated and constantly refer to him, hold his hand, tell him he's doing just fine; build him up, keep encouraging him. Give him lots of praise.

Another characteristic is Discrimination. A problem in discrimination is recognized when a student can't or doesn't notice differences. There are many discrimination problems with the letters b and d, p and g, and r and h. The student may not see or hear the differences. With three dimensional letters cut out of wood, the student may not be able to feel the differences. Instead of requiring the student to discriminate, let him first find similarities. Discuss how two things are alike, why they are alike and what makes them alike. Help the student verbalize what he sees, hears, or feels. Show him an object and ask him to tell you about it and then help him by asking questions that elicit the information. Emphasize sounds to help him discriminate. If he is trying to pick out a certain sound, overemphasize it when you say it so that he can't help but hear it. Gradually, you're going to emphasize it less and less until you're saying the word normally and hoping that he can still pick out the sound. When possible, let him feel and see differences. If you are

working with letters, make some sandpaper letters or cardboard letters or wooden letters so the student can feel the differences as well as see them. Use the tape recorder to show how the student makes sounds. Let him hear himself and he might hear how his sounds are different.

Another characteristic problem is a Deficit in Acuity, either auditory or visual. Lack of attention is often an indication of poor hearing. Numerous requests that you repeat things is another indication. Pulling the ears or fiddling with the ears, putting hands on the ears, are all indications of poor hearing. Articulation errors in speech are often due to a hearing problem. If a student does not hear correct speech, he will not use correct speech. Visual acuity problems are indicated by squinting, blinking, any soreness or redness or watering of the eyes, headaches, or working very slowly. To help in this area the teacher should first of all refer the student to a specialist. Have theireyes checked. Have their ears checked. You can help by reinforcing oral directions with a visual clue. Use a picture that re-emphasizes what you are saying. Keep your face in clear view for the student to read your expressions and possibly your lips. Seat them close to you. Try and get large print books, and use a large print typewriter for worksheets.

Some students have difficulty expressing themselves. This is called an Expressive Language Disorder. This student will give you non-verbal responses: hand movements, body movements, shaking the head. The student may raise his hand to answer and you feel by the look on his face that he knows the answer, but when you call on him, he is unable to express it. Students may be able to answer specific questions. If you ask them a question that requires yes or no, or blue,

or round--some specific answer, they can do it. But if you ask open-ended questions, they cannot express an answer. It helps to emphasize "doing" words and have the students "do" as they "say" the words. Choral reading is helpful because it has a rhythm. This can also be a group activity so the student is not alone and the group will carry him if he forgets some of the words. Reciting poetry also has the rhythmic aspect, as well as singing. You will want to work a lot on vocabulary development. Do it on a concrete level. Give them words they can see and touch and hear. Choose words that are everyday things around them. Finally, help the student retrieve the words he wants. If you've asked a question and he raises his hand and you think he knows the answer, help him along by asking appropriate questions to elicit the right answer.

Name-calling, yelling, swearing, pushing, hitting, and kicking indicate problems of Aggressiveness. Sometimes the aggressiveness is turned against themselves. The student will pick and pull his own hair out, or bite or pinch himself. Usually aggression is produced by frustration. If you can look and find some possible cause for the frustration, you may be able to relieve these symptoms, but this is a very difficult thing to try and pin down. Something you can do is to provide a change in activity. If you see that a student is becoming very frustrated, stop him from whatever he is doing and switch to something completely unrelated. Also, set very small goals for them because if they have goals that they can achieve easily, they are not going to become so frustrated.

Another extreme characterisitc of the learning disabled is increased lability. The main identifying factor is that the student is unpredictable. He tends to have extremes of responses. Some days he may be very loving,

and the next day he may be cold and severe and angry. It is important that the teacher does not over-react to this student. Sometimes that encourages their behavior. Whenever they are behaving properly, reinforce that behavior by letting them know. Compliment them. Watch for signs of a reaction coming and give them a time out. Tell them to go have a coke or a cup of coffee, or go look at a book they like. Take some sort of action immediately. Don't wait until it is too late.

Distractability is a characteristic similar to lack of attention. A person that is distractable tends to react to everything around him--the slightest movement, slightest sound. Sometimes they will focus in on their own internal stimuli: they are hungry and that's all they can think about. They can't concentrate on what you're trying to do in school at all. Isolate and eliminate distracting stimuli as mentioned earlier and again help them focus their attention on what you want them to attend to. Make each task short and provide rest periods for them.

The final characteristic to be mentioned here is Incoordination. The main thing for the teacher to remember is that practice does make a difference. The student can become better coordinated if given opportunities to practice and practice and practice. Break down the skills into tiny bits and let them start with one little bit, then add to that gradually. Larger objects are easier to handle. Provide plenty of space to start with, then narrow that space down.

Boehm Test of Basic Concepts

The Boehm Test of Basic Concepts was designed for kindergarten and first grade students to find out what concepts they knew and which ones

the teacher needed to work on in class. These same basic concepts are often misunderstood by learning disabled students. The test covers special concepts, like middle and around and between; quantative concepts like the second one, half of this, a few; temporal concepts like at the beginning, never, always, after this; miscellaneous concepts that include terms like matches, alike, different. After administering the test, those students who made like errors can be grouped and taught that specific concept, possibly by a volunteer. It is important to remember the three levels of teaching--concrete, representational, and abstract--when teaching a basic concept. For example, if you want to teach the concept "under", it would be best if you and your student could actually get under something, under the table or under the coat rack, but physically, concretely, be under. Next put a doll under or a picture of a person under and verbalize, "This is under." Finally, more pictures and ask "Can you show me which thing is under?"

Content Areas

There are several lists that give specific skills to be developed in various content subjects. Sometimes it is difficult to come up with ideas in a particular area and these lists are meant to be a resource for the teacher. One section is called Earning a Living and it tells you things that are important for earning a living: what occupations there are, the names of factories, trade terminology, social security, licenses, insurance, forms, pay day, income tax, all of those things that have to do with earning a living. Consumer Education tells you what knowledge is important in that area. You have to know about savings accounts, income tax, borrowing money, names of simple staple food

items and so on. Under Home and Family Life important topics are home-making, ettiquete, house keeping, getting a baby-sitter; all kinds of things that have to do with the home. Health and Safety includes how to get a doctor, when a doctor is needed, when an ambulance is needed, how to call the fire department, being prepared to meet an emergency situation by having important phone numbers in a convenient place. Care of the eyes, care of the feet and all sorts of health ideas are included. Citizenship Education might become part of a bicentennial project. The responsibilities of being a good citizen are important for all students. Leisure Time is an important area because many people don't know how to use their leisure time. You discuss some specific activities with your students. Still another section covers important and interesting ideas in the area of Science. You can look through the list and get some ideas that would be appropriate for your students. You choose topics according to your students needs.

Another list is set up as a checklist so you can mark the things your student already knows and see at a glance which items you still need to teach. This is an easy form for volunteers to follow. One section is called Getting Around, which is transportation. It includes knowing directions, buying tickets, being able to get out on their own and travel; reading maps and so on. Health ideas are a little more specific on this list than on the first one. What You Wear and What To Eat are important topics and make good units of instruction. Shopping includes where to shop and prices. Appliances include how to deal with clerks and salesmen. Job hunting and on-the-job knowledge must be related to the type of student you have and the jobs they might apply for. Eating Out is an important section often overlooked. Some people don't go to a restaurant because they don't know how to order. They're afraid they

will be misunderstood, or they'll do something wrong, or they won't be able to figure the prices and have enough money to pay and for the tip. As a final activity in this area of study your class could actually go out to a restaurant. Consumer Services teach what services are available in your community. They include cleaners, the beauty parlor, the barber shop, plumbing, and appliance repair. A section on Money teaches various aspects of handling money, and Looking Your Best includes some personal appearance skills. In The News covers how to read the newspaper and what the different sections are.

Another list includes sections on the fine arts, music and art, and homemaking, industrial arts, math, science, social studies, health, physical education and commercial subjects. There are many ideas for the teacher to draw on.

Math

Although counting is generally the first thing that we teach in the area of math, students might need something even more basic. Classification skill serves as a basis for counting. It is logical and it works into the mathematical concepts. The page entitled Associative Skills (See Appendix) gives some ideas of things that can be classified. Classification includes relationships such as, This is mine and this is yours. Objects can be classified by size, by weight, by length, by height, by distance, and by speed. Students should gain some basic understandings in these areas which will help them when they are doing paper and pencil math problems.

If you're trying to teach recognition of numbers, the dot system has been found to be successful with some students. Each number (1-9) is introduced with the correct number of dots superimposed on it. Students touch each dot as they say the number. Once they learn the dot system

they move into math problems. On each number in the problem the student places the dots he has learned. Putting in the dots provides counters for the student. Instead of adding numbers to start out with, the student counts the dots. Even if he can't add 3 plus 5, many times he can count the dots. This allows the student to do number problems that he might not otherwise be capable of working. He is encouraged by his success and may move rapidly away from the need for dots. Substraction can also be accomplished through the dot system by counting backward instead of forward.

Your student can also add columns of figures without going beyond the basic 1-9 facts. The first two numbers are added with the answer being written beneath the second number. The right hand digit is then added to the third number in the column and the results posted below the third number. This process continues to the bottom of the column where the final right digit is placed in the answer space below the line. The student then totals up any left hand digits he has recorded and places that answer at the top of the next column. He is then ready to proceed in the same manner. This method is exciting because the student can accurately answer problems that appear quite difficult.

A math worksheet can be made using sets of beans. The teacher places two groups of beans on the paper. The student counts each group and records the number of each. The beans are removed and the student attempts to add the numbers he has written down. To check, he counts the total beans that were removed.

An exciting math game that can be played by a group of students uses bean sticks and rafts. A bean stick is a tongue depressor with from one to five beans glued onto it. A raft is made of five bean sticks bound together, each with five beans glued on for a total of

twenty-five beans. Multiple bean sticks and rafts are necessary for the game. A die is also needed. The game proceeds as follows: Player number one rolls the die and takes a bean stick that corresponds to the number he rolled. Each player has a turn. Whenever a player has enough bean sticks to total five, he trades for a five-bean stick. Whenever he has five five-bean sticks, he trades for a raft. The player with the most rafts wins the game. Subtraction practice can also be achieved by playing the game backward and trading down instead of up. The student is learning to count by ones and fives, he is learning to trade and bargain and deal with numbers, and he is learning combinations and multiples of numbers.

The geoboard is used both in math and perception exercises. You can buy geogoards or make your own. This is the type of thing you can ask your volunteers to make for your class. If you make your own, you can manipulate the spacing. Many commercial geoboards have one-half inch or less spacing, but some of your students who have trouble with fine motor control have a difficult time with that size. You can make your own with one-inch spaces which are easier to manipulate. There are several ways to use the geoboard. You can ask the student to put a rubber band around a certain number of pegs to show you they know that number. Two sets of pegs can be marked and then added or subtracted. You can use it to teach color by saying, "put a yellow rubber band around 7 pegs." You can teach direction such as left and right, across, up, down, diagonally. You can teach ordinal numbers by saying, "Put a yellow rubber band from the second column in the third row to the sixth column in the third row." You can teach attributes such as square. First the teacher makes a model and asks the student to copy it, then see if the student can make one without having the model. Any shapes can be tried--boats, houses, geometric forms, or original creations.

To teach multiplication you can make a set of Napiers Bones from tongue depressors. Napiers Bones actually came out of an ancient archaeological dig. The originals were real bones. The set is composed of ten sticks. The index stick has an X on top and the numbers 1 through 9 running down it. They you have a stick for each of the numbers listing the multiples of that number. By placing the index stick next to the number stick they want a multiple of, the student can read across and find the answer. Rather complicated problems can be accomplished by placing diagonal lines between the two-digit multiples. For example, to solve 4 x 78 the student lines up the index stick with the sevens stick and the eights stick. He then reads across and adds together any digits that fall within the same diagonal section, to arrive at the answer of 312.

Creative Thinking

Your students can develop their creative thinking skills just as they develop other academic skills. Following are some techniques that you might use to develop creative thinking ability. The first one is brainstorming. The goal of brainstorming is to generate many ideas and the wilder the idea, the better. Everything is accepted. This is great for vocabulary development, self-expression, and particularly for students that have been in institutions or have been out of the mainstream of life just living at home and not really experiencing many different events. They are hesitant; their answers are extremely stereo-typed. They are very non-creative thinkers. They tend to answer the known, acceptable answers. If you ask, "What can I use this frying pan for?" "To fry in" is the only answer you'll get. But the teacher in a brainstorming session tries to elicit different answers from her students. She may have to start it herself by saying, "Why couldn't I use it as a hat," or "Why couldn't I use it as a paddle," or other things she can think of.

Try to get the students to come up with some silly answers; sometimes that will get them started. You want them to think divergently, instead of convergently; instead of always honing in on the correct answer. They are going to start out very, very slowly. Let them know you accept all answers and give a great deal of praise.

The second technique is a "what if" kind of game. There is a children's book called The What If Book and it asks questions like, "What if your bathtub is full of frogs?", and, "What if a bear was in your closet?" You can do the same kind of thing. Ask your students to think about and express answers to "what if" questions. Questions can be funny or serious, such as "What if everyone in the world became deaf?", or "What if someone invented a pill as a substitute for all food?" Try these techniques at various times because responses will vary.

A third technique is encouraging fluency. Fluency is trying to list a large number of thoughts, as many thoughts as students can come up with on a certain subject. For example, list all the ways a brick can be used, or how many ways water can be made to work for you, or list everything that is red, and so on. The thoughts do not have to be unique, they can be familiar answers, but trying to list them all is the objective here--to see them as all being connected in some way.

A fourth technique is encouraging originality which means trying to elicit uncommon responses. This can be done through special activities or through regular academic assignments. Let your students know you are looking for a different answer. Once they understand that you will praise them for a different answer, a unique answer, they will come up with more of them.

Redefining is another technique. Give your students problems that call for redefinition. You can make up all sorts of hypothetical situations.

For example, you came to class and you forgot a pencil and there were no pencils available to borrow, what could you do? The idea is practice in using the brain in a different type of thinking, rather than the standard patterns we tend to fall into.

A final technique to encourage creative thinking is to take an idea and stretch it. There are specific ways you can stretch and change things. You can magnify or minify an object, making it much larger or much smaller than the original. Business has been doing this for years with a great many items for the consumer. You can substitute one part for another part, or part of another object. You can rearrange parts, reverse parts, or combine totally different things to make a new object. You can discuss these possibilities with your students and then give them an object and say, "How could we change this to make it different, so we like it more, or so it is better?" Then they try out each of the stretching ideas on it. Everyone has a lot of fun doing this and your students are using their minds creatively.

Auditory Test

The Wepman series of auditory tests are brief and easily administered. They will help you identify an auditory problem. Each test is given on an individual basis. The first one is the auditory discrimination test. The student is asked to sit with his back to the teacher so he can't read your lips. The teacher reads pairs of words and asks the student to indicate whether the words are the same or different. The response can be verbal, hand signals, or any other signal system necessary due to a handicapping condition. After the test, the score sheet is consulted to determine whether or not the student has adequate auditory discrimination skill.

Also, you can analyze errors and find out what specific errors were made. Perhaps it is just one particular vowel or consonant sound that causes trouble. If the student scores on the threshold of adequacy or below, you will want to do some specific exercises in the auditory discrimination area.

The second test in the series is auditory memory. On this test the teacher reads a series of words to the student which he repeats back to her. The words do not have to be repeated back in the order they are read. The series is counted correct as long as all the words are repeated back. The score sheet is consulted to see if the student has adequate auditory memory skill. If there is an indication of inadequacy in this area, memory games can be played to help the student.

The final test in the series is auditory sequential memory. The teacher reads series of numbers to the student and they must be repeated back in the correct order as given. The score sheet tells if the student is inadequate in this area. Together these three tests give a good evaluation of a student's skill in the auditory area.

Task Analysis

When students are learning at Level I it is important to introduce new knowledge in small amounts and in sequential order. Task analysis is a skill the teacher needs to perfect so she can accomplish the above.

The teacher identifies a specific task she wishes to teach a student, such as telling time to the quarter-hour; then she lists all the steps, operations or prerequisite skills necessary for the student to meet the objective. The teacher puts the steps in order and checks

to see which steps the student already knows. Teaching proceeds from the highest point on the hierarchy reached by the student.

The form titled "Breaking Down Learning Tasks: A Sequence Approach" (See Appendix) gives an example of a completed task to do. Answers are provided. Sometimes it is difficult for one teacher to think of all the skills necessary for completion of a task. If several people can team up on a task analysis they can usually do a more complete job.

Counseling

Counseling in adult basic education is a very real concern of most teachers. Although teachers are generally untrained in this area, still they are consulted on student problems at every class meeting. While teachers feel secure in their academic knowledge, they do not believe they can get into counseling because they have not had the formal training necessary. However, there are many things the teacher can do to help when she is consulted by one of her students.

First of all, don't try to play the role of psychologist or family advisor. You may be the first and only person in whom the student has had enough confidence and rapport to discuss family or emotional problems. Listen. Let him know you care. You may be able to suggest alternatives he has not thought of, such as asking a community agency for assistance or a psychologist for help. Know what agencies are available in your community. You need to remain involved but in a supportive role.

Lummi Sticks

Lummi sticks are used to develop coordination and team work. They are sometimes called rhythm sticks. Each lummi stick is one foot long and the diameter of a broom stick. Each person uses two sticks. Recorded music can be played. A pattern is set up and the group tries to stay in rhythm together. To start, try two taps of the sticks together and two taps on the table top. When everyone gets that smoothly then you can introduce a new step, and so on. The lummi stick progression sheet gives you additional steps.

Miscellaneous

A list of ideas for developing visual and auditory imagery has been included. It also has additional ideas for coordination and rhythm. Bouncing a ball is good eye-hand coordination practice. Aiming and throwing practice is good but replace darts with a ping-pong ball covered with Velcro. It will stick to a flannel target. In addition to this list, you can order commercially, Bits of Wood. This is a bag of little pieces of sanded wood of all different shapes. Students can play a variety of games with them. They can trace around them. They can lay three or four pieces out and remove one or two to see if others can remember the missing shapes. These can be ordered from R.H. Stone Company, 12735 Puritan, Detroit, Michigan 48227.

An alternative to regular reading instruction is rhebus reading. This is reading pictures. The student learns a pictorial symbol system. For example, the word "raining" has a picture of someone walking in the

rain with an umbrella plus the "ing" ending. The symbols come on separate cards which you can use as flash cards to teach the individual symbols and then use to build sentences. There are also story books written completely in rhebus starting with simple sentences and moving to the difficult. Some students that have trouble with our letter symbols can read pictures.

The reason I stress coordination exercises and physical activities is that the entire metabolic system is effected and hence the ability to learn. One study that was done on muscles that were not exercised showed how rapidly they deteriorated. For example, for every 3 days a person is immobile, he loses 1/5 of his maximum muscular strength. Changes set about by sedentary living are not as dramatic as those demonstrated in the national laboratories, but they are no less real. Fortunately, exercising reverses the action and muscles quickly return to normal and metabolic systems respond positively. Studies also show that while daily exercise is desirable, three non-consecutive days of activity each week will maintain an adequate level. For this reason several sheets of information have been included that give more ideas in this area.

The balance board progression helps the teacher who is unfamiliar with using the balance board. Start with number one and practice till the students are ready to move on. There are three lists with sensory-motor integration ideas. They cover directionality, laterality, and balance and rhythm. These areas of need were discussed earlier.

An excellent article called remediating with comic strips appeared in the Journal of Learning Disabilities, January 1976. In one workshop the teachers were talking about comic strips and how some students do not understand humor. They can read a comic strip that we think is hilarious and they don't get the point of humor. But if you talk about it in class and explain the incongruities, they can really enjoy the comic strip.

This article gives you ideas on how you can use the comic strips for teaching, and we do need to teach humor along with other subjects.

Learning from Peers describes an interesting study conducted by the U.S. Army. The Army experimented with teachers to find which ones could teach a group of slow learners a technical skill. They first tried using generals to teach the soldiers. They were successful but the learning period was long and frustrating. Then the soldiers that had learned taught the skill to a new group of soldiers who came in. The time required for an individual to learn the task declined and as each new group was taught by the previous group, the task was learned more rapidly. This study proved that not only trained teachers can teach but classroom peers can also teach. What do the peers do that causes this learning to take place? First of all, they simplify the language. They don't use those advanced vocabulary terms, they use slang and expressions that portray things. Also, they have a different relationship with the learner. Many times students won't ask the teacher a question, but if they are working with a peer and they don't understand something, they ask them. Use your class members as often as you can for teaching. It helps you reach more individuals and gives the student-teacher a real ego boost.

The use of poetry forms in teaching reading tells some of the different types of poetry that are easy to write. Haiku is an interesting form of poetry and the teacher is told just how to do it. The cinquain is another easy to write form. The first word in the first line is just one word and usually it is a noun- a title word. The second line has two words that describe that noun. The third line is three words telling action about the noun. The fourth line is four words that describe a feeling about the noun, and the last line is one word, a

synonym for the original noun. The form is very specific, yet each student develops an original poem.

WORKSHOP III

The final workshop was mainly a presentation by Literacy Volunteers of America, which will be covered in some detail below. Participants also listened to a lecture by Dr. John Cadle of Upper Iowa University entitled "Physical Condition of Adults." A brainstorming session was held which all participants felt was most beneficial. Each person was given five minutes to describe a particular student problem and to receive ideas and suggestions from the other teachers.

The Key Math test for classroom use was demonstrated, as was the Illinois Test of Psycholinguistic Abilities. Additional physical activities for adult students included jump rope progression and parachute progression. Each participant brought items from her classroom to present to the other workshop members. In this way many teacher-made and unique materials were shared by all participants. A commercially-available set of attribute games were demonstrated and played by participating teachers, as was the Ungame, a values clarification game. Several activities were completed in the area of values clarification, defining this rather new area for the teachers and giving them some classroom activities that would help their students become more aware of their personal value systems. This had been an area of concern for many teachers.

Literacy Volunteers of America

Literacy Volunteers of America recruits and trains volunteers to teach basic reading to adults who ask for help. The volunteer is given intensive initial training in proven reading techniques. The approach is simple, direct and non-technical. The Tutor Training Workshop is recorded on cassette tapes with accompanying slides and a written script. Trainees receive two workbooks. TUTOR is the textbook of the workshop, and READ is LVA's diagnostic testing tool, which the trainees are taught to administer. The workshop, in outline, teaches:

1. Four approaches to the teaching of reading: Experience Story, Sight Words, Phonics, Phonics-in-Pattern, and how to teach these approaches.
2. When to apply these techniques
3. How to test the new student
4. Materials--and how to use them
5. Additional development or sensitivity to the students whose life-style may be very different from that of the teacher.

In addition, the trainees are taught how to plan lessons, and how to set goals. A period of direct instruction from the tapes is given first, followed by a demonstration of the technique for reinforcement, and a period of practice.

Segment A presents the picture of illiteracy in our country, and gives trainees a brief view of what this means.

Segment B presents the experience story approach. This is an expression or comment by the student which the teacher writes down and then teaches the student to read.

The second approach taught is sight words. The basic teaching technique of looking at the word, saying the word, and then identifying it among other words is reinforced by tactile, visual, and kinesthetic methods.

The third approach is Phonics. The teacher writes a letter and says its name. The student says the letter name. The teacher reads words that start with the letter, then asks the student to say the words after her. A key word is chosen as a stimulus word for the letter. The student practices the sound, then identifies words that begin with the sound from a list the teacher reads. Next the letter is heard at the end of words. The student practices writing the capital and small forms of the letter. Finally, the student looks for the letter on bus signs, street signs and at work. Thorough instruction is given for teaching all letters, digraphs and blends.

The next technique, phonics-in-pattern, employs the concept of rhyming words, or family words. The teacher writes a word, such as "mad", on the chalkboard and asks the student, "If m-a-d is mad, what is s-a-d?" Gradually more words in that pattern are added. Other patterns are taught as the student progresses.

The READ Test is divided into three parts. Part I is word lists which demonstrate the student's knowledge of sight words. Part II is a diagnostic section which shows the specific strengths and weaknesses the student has in word attack skills. Part III tests the students word recognition in context, along with his reading and listening comprehension.

In addition to the Tutor Training Workshop, project participants also received Leadership Training which enables them to conduct a Tutor Training Workshop. This session includes materials needed, scheduling, how to give

demonstrations, wall displays and a library display.

Another extra session covered special reading problems and remediation techniques for visual and auditory learning.

REPLICATION USE SECTION

This project could be implemented on either a small group or statewide basis. In Iowa it was implemented on a small group basis during the academic year because of distances and time available. At the close of the academic year all participants from across the state were brought together for a final session. If the information presented can be portioned out throughout the year, the teachers have more time to absorb and try the new techniques. If it were all presented at one time, much would be lost or never used.

The cost of implementing this project may vary considerably. There are materials to be typed and duplicated, and materials to be purchased. There may be a fee for rental space depending on the workshop locations. Participants may be paid a stipend plus travel and possible overnight lodging. The presenter must be paid. If A-V equipment is not available, there may be rental fees involved.

Preparation time must include the compilation of materials, scheduling, and location arrangement. Scheduling and arranging locations do not require extensive amounts of time. A full time secretary could probably prepare the duplicated materials in two to three weeks. Commercial materials should be ordered well in advance (six to eight weeks) to allow time for delivery.

To implement this project with the proper perspective, it is essential that the presenter have training in special education and particularly in learning disabilities. In addition, the presenter must be familiar with the LVA training program and have completed the Leadership Training session. LVA is located in New York but they periodically give workshops in other parts of the country.

The information disseminated can easily be modified to meet local idiosyncrasies. Additional material can be added at any point. The farm vocabulary cards used in Iowa might be changed to auto industry vocabulary cards for the Detroit area. An area-preferred reading test can be substituted for the LVA READ test. Most items are readily adaptable to various situations.

The presenter can choose to use or discard any portion of the information. The LVA program could be excluded or used exclusively. The information on physical habilitation might be unnecessary for the types of students being served, or it might be supplemented and become a major portion of the session. Inclusive items must be determined by the needs of the area being served.

This project could be used on a pilot basis. It could be presented to teachers in one city or to a small group of teachers representing different parts of the state. Their evaluations and use of the information would then determine any further presentation.

All of the duplicated materials and the LVA workbooks are expendable items and must be replaced. The tests that are demonstrated are reusable, as are several of the hand-made demonstration items--geoboard, bean sticks, picture cards, lummi sticks, etc.

This project does not effect the organizational structure of the user organization. Its purpose is staff development for better qualified teachers. It blends into whatever organizational structure exists. The project does not effect the manner in which staff and students relate to each other. Teachers feel more confident and become more aware of their students special needs. Students receive more individualized instruction and respond in kind.

Although this project was initially aimed at students in institutional settings, it has now been expanded for all teachers working with Level I Basic Skills. Also, many of the approaches will work with more advanced students so the training has far-reaching implications. Its major aim is the adult learner at whatever level that learner is functioning.

EVALUATION

As each workshop was completed, it was evaluated by participants within the framework of the stated goals. Were the teachers more confident and competent to teach learning disabled adults in institutional settings? The intended learning outcomes were the various items presented during the workshop. The responses of the teachers, both their understanding of the item and their use of it in their classroom, were the actual learning outcomes.

All of the teachers put to use some of the ideas they received through the workshops. After the first workshop session, teachers indicated feelings of inadequacy in understanding learning disabilities. Therefore, the second workshop incorporated very specific information characterizing learning disabilities. Participants voiced strong feelings of satisfaction after this second presentation.

There were particular curriculum content areas for which teachers requested information in the form of methods and materials. These subjects were included in subsequent sessions. Requests included math, speech, coordination, counseling, and other subjects.

When asked to name the two most valuable aspects of each workshop session, all participants listed two and most participants listed several additional aspects.

Participants were asked to think about their students and name specific ones for whom the workshop ideas would be appropriate. They were able to list several names and were anxious to return to the classroom and put the techniques to work.

Participants were also asked to describe their students' reactions to the new methods tried in the classroom. Teachers recorded positive reactions by their students and new excitement and stimulation in their classrooms.

All participating teachers encouraged continuation of the project and participation by other ABE teachers.

Administrators of county care facilities, opportunity centers and adult education programs were asked to evaluate the program according to recognizable changes in their teachers and in the teaching program. Comments were received from the following:

Area One Vocational-Technical School

Dallas County Center for the Handicapped, Inc.

Dallas County Home

Davis County Care Facility

Fayette County Care Facility

Guthrie County Care Facility

Lee County Home

North Iowa Area Community College

Northwest Iowa Work Activity Center

Wright County Opportunities, Inc.

Quotations from these administrators included:

> Our teacher came back to the center with specific tests to check each clients' level of ability.

> She provided the center with some good common sense approaches in teaching academics to mentally handicapped adults.

> The teachers who attended were all very positive in their comments. They are anxious to share their new ideas with the other teachers.

Our facility was pleased at the results produced not only by the teacher herself but the students also. The class sparked up and all students became interested in the class each day and did not wish to miss it.

Our teacher has shown tremendous growth in working with the residents of this county care facility. She readily takes advantage of any learning situation which will give her new insight in working with them.

My instructors were delighted with their workshops through your 309. They came back with many new ideas which they spent an evening sharing with their fellow teachers.

A lot of good ideas came out of these workshops.

Participation in our classes has been excellent. We have residents who have progressed far beyond our expectations.

SUMMARY

Upper Iowa University through a grant provided by the Iowa Department of Public Instruction, Adult Basic Education Division, has implemented a staff development project to train teachers working with Level I adult students. The major University staff member involved has an academic background in special education and is an experienced teacher of adults. Participants involved are teachers of adult education classes throughout the state of Iowa.

The need for a staff development project for teachers with students at Level I was revealed through requests by the teachers to the Area Coordinators for materials and techniques for working with students at this very basic level. Area Coordinators were unable to locate helpful information for their teachers and hence the need became apparent. Many new classes had been opened in the year or two previous to instigation of this project and teachers were confronted with many more Level I students than ever before. Some classes were in activity centers for handicapped adults and some were in county care facilities with adult students of all ages.

The staff development project undertaken provided methods, materials and teaching techniques in all areas of the curriculum. Emphasis was on reading with a variety of approaches demonstrated. Characteristics of the learning disabled student were examined and many students were identified as being learning disability cases. Remediation techniques were offered for these students. Many commercially available tests to help diagnose Level I skill needs were demonstrated. Prescriptive teaching task analysis, and use of peer and volunteer teachers were

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explored. Physical habilitation activities were included, as were many communication activities. Counseling and values clarification were important elements for the teachers.

The project was carried out in four phases. The first phase was devoted to research and materials accumulation. The next three phases were workshops spaced approximately two months apart. The first two workshops were each six hours in length, and the third was a five-day workshop.

The first two workshops were each held at four quadrant locations for the convenience of statewide participation. The third workshop brought all participants to the Upper Iowa University campus for one week of intensive interaction.

Information was disseminated through handouts, overhead projection, slides and cassette recordings, books, participant involvement, demonstration items and specific take-home products for each teacher.

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